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ABSTRACT

There are some problems which naturally deter counselors from providing direct services to students enrolled in special classes for the mentally retarded. Some of the problems indicated by this survey are: (1) special classes are not held in same buildings where counselors are located so that counselors do not have ready access to students in the special classes; (2) special educators on the local and area education agency level have given the impression to counselors that they assume all or part of the responsibilities counselors normally assume; (3) counselors are assigned many students and largely assume only parts of a total guidance and counseling role which may include group counseling, individual counseling, followup, testing and interpretation, providing occupational information, coordination of community services, parent involvement, and coordination of staff inservice and consultation; and (4) counselors have not been oriented to serving handicapped populations and need assistance in identifying how they can assist, how to do what has to be done, and what materials are applicable. (Author)

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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GUIDANCE AND COUNSELING PRACTICES WITH THE MENTALLY RETARDED IN IOWA

FEB 17 197

Personnel in the Guidance Services Section and the Special Needs Section of the Department of Public Instruction conducted a survey during the 1974-75 school year to help identify guidance and counseling services provided the mentally retarded in Iowa public schools and the counselors involved in such activity. The survey was designed to determine areas of assistance counselors deem necessary in order for them to become more involved in serving youth who are retarded. One thousand twelve of 1,058 counselors cooperated by completing and returning the survey. Since 984 of the 1,058 counselors serve secondary level students, the information collected primarily reflects the posture of secondary guidance and counseling practices.

Four hundred twenty-three counselors of 1,012 (42%) reported they have access to and serve students in special education classes either in their own building or outside the building in a near-by facility. Five hundred eighty-nine counselors (58%) either have no special education students in their building or have not been assigned to serve them. The following information reflects responses received from the 423 counselors who serve both regular and special education students.

Comparatively, counselor involvement between students is not the same. Their involvement varies in individual counseling, group counseling, testing, provisions for occupational information, coordination of community services, parent involvement, student follow-up and staff inservice and consultation. Likewise, the involvement these counselors have with regular education students and their parents and teachers varies from the involvement they have with special education students and their parents and teachers.

The involvement counselors have with students in individual and group counseling and testing appears in Chart Number I. Those areas marked with an asterisk indicate areas of 20% or better discrepancy between services provided students in special education compared to students in regular education. The major reasons given for less involvement with special education students were as follows: (1) It's not my responsibility (2) Don't have the time (3) I don't know what would be helpful (4) It's the responsibility of the special education teacher.

Counselors are more involved with mentally retarded youth in individual counseling sessions as opposed to group sessions. Likewise, there is slightly more individual than group involvement with regular students. In addition to the reasons given above, counselors indicated they do not do group work with retardates because they have too few MR students to justify group sessions and it's a scheduling problem.

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Largely, counselors do not administer or interpret tests for MR's because they don't feel it's part of their responsibility. In addition, they believe the school psychologist or special education teachers handle all necessary testing and interpretation.

CHART I

Individual & Group Counseling & Testing

Counselor Involvement	Counselors Serving Students MR	Counselors Serving Students Not MR
	No. Percent	No. Percent
Individual Counseling	378 (89.4%)	415 (98.1%)
(a) Educational Plans in School	264 (62.4%)	361 (85.3%)
(b) Vocational Plans	254 (60%)	340 (80.4%)*
(c) Personal Problems	380 (89.8%)	416 (98.3%)
(d) Leisure Time	227 (53.7%)	301 (71.2%)
Group Counseling	180 (42.6%)	378 (89.4%)*
(a) Values	178 (42.1%)	304 (71.9%)*
(b) Interpersonal Communication	182 (43%)	285 (67.4%)*
(c) Employment Situations	118 (27.9%)	252 (59.6%)*
(d) School Rules Orientation and Understanding	226 (53.4%)	346 (81.9%)*
(e) Improvement of Work Habits	160 (37.8%)	297 (70.2%)*
Testing	147 (34.7%)	372 (87.9%)
(a) Interpretation	162 (38.3%)	397 (93.9%)*
(b) Achievement Administration	122 (28.8%)	342 (80.9%)*
(c) Aptitude Administration	89 (21%)	282 (66.7%)*
(d) Interest Administration	72 (17%)	244 (57.7%)*
(e) Self-Concept Administration	32 (7.6%)	80 (18.9%)
(f) Attitude Administration	19 (4.5%)	65 (15.4%)

*Asterisk indicates at least 20% difference in the number of counselors providing service to the different populations

Note: Percentages reflect the total number of counselors doing individual or group counseling or testing with students compared against the total number of counselors who have access to serving both students in regular and special classes for the mentally retarded (Total access = 423).

MR: Abbreviation for Mentally Retarded

Chart Number II identifies counselor involvement in providing occupational information and coordinating community services. The three main areas of involvement counselors have with all students in providing occupational information are in helping them find career information, arranging for career exploration experiences and assisting them in enrolling in community college programs. In each one of these areas more counselors are involved with regular education students than with special education students. The major reason used to explain the differences was that counselors thought it was the responsibility of the special class teacher to provide occupational information to mentally retarded youth.

Many counselors indicate they are involved in coordinating community services for all students in the areas of psychological services, employment services, rehabilitation services, mental health services, social services, and medical services. The degree of difference between services provided students in regular classes and special classes for the mentally retarded was not as great in this area compared to any of the other guidance and counseling areas surveyed.

CHART II

Occupational Information & Coordination of Community Services

Counselor Involvement	Counselors Serving Students MR	Counselors Serving Students Not MR
	No. Percent	No. Percent
Occupational Information		
(a) Job Seeking Skills Group Sessions	81 (19.1%)	176 (41.6%)*
(b) Placement	118 (27.9%)	122 (40.7%)
(c) Interview Set Up	85 (20.1%)	155 (36.6%)
(d) Career Exploratory Experiences	180 (42.6%)	292 (69%) *
(e) Career Information Finding	293 (69.3%)	381 (90.1%)*
(f) Community College Enrollment	147 (34.8%)	234 (55.3%)*
Coordination of Community Services		
(a) Psychological Services	334 (79%)	389 (92.1%)
(b) Employment Services	170 (40.2%)	243 (57.4%)
(c) Rehabilitation Services	244 (57.7%)	277 (65.5%)
(d) Mental Health Services	296 (70%)	357 (84.4%)
(e) Social Services	302 (71.4%)	361 (85.3%)
(f) Legal Services	94 (22.2%)	132 (31.2%)
(g) Medical Services	183 (43.3%)	218 (51.5%)

*Asterisk indicates at least 20% difference in the numbers of counselors providing service to the different populations

Note: Percentages reflect the total number of counselors providing occupational information or coordinating community services compared against the total number of counselors who have access to serving both students in regular and special classes for the mentally retarded (total access = 423).

MR: Abbreviation for Mentally Retarded

Chart Number III indicates the involvement counselors have with parents and teachers. The majority of counselors who serve both students in regular and special programs are involved with parents. The type of involvement varies and some differences exist in the degree of involvement in services provided regular compared to special students. The most prevelant involvement counselors have with parents of students not mentally retarded is in interpreting student progress. However, the most prevelant involvement counselors have with parents of students mentally retarded is in discussing student behavior problems. For the most part, counselors do not involve themselves with parents of students who are mentally retarded because they feel the special class teacher handles the responsibilities.

Counselors usually become involved with teachers to schedule students into programs. This is true for teachers in special education programs and regular education programs. The area of least involvement between counselors and teachers is in inservice. For the most part, counselors do not arrange inservice for teachers. Counselors especially do not arrange inservice programs for special education teachers.

Chart Number IV outlines inservice training needs identified by counselors. For the most part, counselors would like to experience actual discussions and demonstrations on individual counseling and group counseling with students from special education classes for MR, review commercial material in occupational information, and encounter demonstrations involving parents of students labeled mentally retarded. Most counselors would value actual demonstrations of how to serve students above any other experience for inservice activity.

CHART III

Parent Involvement, Follow-up and Staff Inservice/Consultation

Counselor Involvement	Counselors Serving Students MR	Counselors Serving Students Not MR
	No. Percent	No. Percent
Parent Involvement	332 (78.5%)	409 (96.7%)
(a) Student Behavior Problem Discussion	328 (77.5%)	402 (95%)
(b) Student Vocational Future	229 (54.1%)	323 (76.4%)*
(c) Interpret Student Progress	289 (68.3%)	396 (93.6%)*
(d) Explore Home Background	261 (61.7%)	348 (82.3%)*
Follow-Up		
(a) Students Terminated Without Graduating	139 (32.9%)	212 (50.1%)*
Staff Inservice/Consultation		
(a) Arrange Inservice Programs for Teachers	131 (31%)	182 (43%)
(b) Planning or Reorganizing Curriculum with Teachers	249 (58.9%)	326 (77.1%)
(c) Vocational Planning with Teachers	236 (55.8%)	294 (69.5%)
(d) Scheduling Students	324 (76.6%)	376 (88.9%)

*Asterisk indicates at least 20% difference in the number of counselors providing service to the different populations.

Note: Percentages reflect the total number of counselors involved with parents, doing follow-up or coordinating inservice for staff compared against the total number of counselors who have access to serving both students in regular and special classes for the mentally retarded (total access = 423).

MR: Abbreviation for Mentally Retarded

5300-B70003-2/75

GUIDANCE SERVICES SECTION
DEPARTMENT OF PUBLIC INSTRUCTION
SURVEY OF GUIDANCE PRACTICES FOR THE MENTALLY RETARDED

County No. ☐☐ District ☐☐☐☐ School ☐☐☐

1. Please indicate in the spaces below the total student population(s) for which you personally provide guidance and counseling services.

High School	Junior High/ Middle School	Elementary
☐	☐	☐

2. Check the box which indicates your school district's organizational structure.

☐ K-6-6
☐ K-7-5
☐ K-8-4
☐ K-9-3
☐ K-4-4-4
☐ K-5-3-4
☐ K-6-2-4
☐ K-6-3-3
☐ _____

3. Indicate the <u>percentage</u> of in-school time you spend in a guidance and counseling function at the HIGH school level.

☐ %

4. Indicate the <u>percentage</u> of in-school time you spend in a guidance and counseling function at the JUNIOR HIGH level.

☐ %

5. Indicate the percentage of in-school time you spend in a guidance and counseling function, at the ELEMENTARY level.

☐ %

6. Indicate the percentage of in-school time you spend fulfilling teaching responsibilities.

☐ %

7. Indicate the percentage of your school day spent in supervising study halls.

☐ %

ACTIVITY

Individual Counseling	Response	
	Yes	No
8. Do you hold individual counseling sessions with students who are mentally retarded?	☐	☐
9. Do you hold individual counseling sessions with students who are not mentally retarded?	☐	☐

10. Mark areas of involvement in individual counseling for both groups.

	Students Mentally Retarded	Students Not Mentally Retarded
(a) Help students work on education plans in secondary school.	☐	☐
(b) Help students work on vocational plans outside of school.	☐	☐

	Students Mentally Retarded	Students Not Mentally Retarded
(c) Help students with personal problems	☐	☐
(d) Help students use their leisure time wisely and constructively	☐	☐
(e) Not applicable	☐	☐
(f) Other	☐	☐

If other please list_____

Group Guidance & Counseling

	Response	
	Yes	No
11. Do you do group work with students who are mentally retarded?	☐	☐

12. If "NO" in question 11 mark reasons why!

(a) ☐ Don't know what would be helpful

(b) ☐ Don't know how to become involved

(c) ☐ Don't want to become involved

(d) ☐ Not part of my responsibility

(e) ☐ Don't have the time

(f) ☐ Other

If other please list_____

	Yes	No
13. Do you do group work with students who are <u>not</u> mentally retarded?	☐	☐

14. If "NO" in question 13 mark reasons why!

(a) ☐ Don't know what would be helpful

(b) ☐ Don't know how to become involved

(c) ☐ Don't want to become involved

(d) ☐ Not part of my responsibility

(e) ☐ Don't have the time

(f) ☐ Other

If other please list_____

15. Mark areas of involvement in group guidance and counseling for both groups.

	Students Mentally Retarded	Students Not Mentally Retarded
(a) Understand different value systems	☐	☐
(b) Learn how to communicate more effectively	☐	☐
(c) Discuss employment situations collectively	☐	☐
(d) Orientation to school rules, policies, practices	☐	☐
(e) Improving work/study habits	☐	☐
(f) Other	☐	☐

If other please list_____

Testing

	Response	If "Yes" mark Tests Administered	If "No" mark Reasons Why
16. Do you administer or coordinate testing for students who are mentally retarded?	Yes ☐ No ☐	☐ (a) Achievement	☐ Don't know what tests would be helpful
		☐ (b) Aptitude	☐ Don't know how to become involved
		☐ (c) Interest	☐ Don't want to become involved
		☐ (d) Self Concept	☐ Not part of my responsibility
		☐ (e) Attitude	☐ Don't have the time
		☐ (f) Other	☐ Other
		If other please list _____ _____ _____	If other please list _____ _____ _____

	Response	
	Yes	No
17. Do you interpret or coordinate the interpretation of tests for students who are mentally retarded?	☐	☐

	Response		If "Yes" mark Tests Administered	If "No" mark Reasons Why
	Yes	No		
18. Do you administer or coordinate testing for students who are <u>not</u> mentally retarded?	☐	☐	☐ (a) Achievement	☐ Don't know what tests would be helpful
			☐ (b) Aptitude	☐ Don't know how to become involved
			☐ (c) Interest	☐ Don't want to become involved
			☐ (d) Self Concept	☐ Not part of my responsibility
			☐ (e) Attitude	☐ Don't have the time
			☐ (f) Other	☐ Other
			If other please list _____ _____ _____	If other please list _____ _____ _____

	Response	
	Yes	No
19. Do you interpret or coordinate the interpretation of tests for students who are <u>not</u> mentally retarded?	☐	☐

<u>Occupational Information</u>	Response Students Mentally Retarded		Response Students Not Mentally Retarded	
	Yes	No	Yes	No
20. Do you conduct group sessions on job seeking skills?	☐	☐	☐	☐
21. Do you place students in employment?	☐	☐	☐	☐

	Response — Students Mentally Retarded		Response — Students Not Mentally Retarded	
	Yes	No	Yes	No
22. Do you set up interview experiences for students?	☐	☐	☐	☐
23. Do you arrange for career exploratory experiences?	☐	☐	☐	☐
24. Do you assist students to find information on careers of interest?	☐	☐	☐	☐
25. Do you assist students to get enrolled in area community college programs?	☐	☐	☐	☐

26. If the service listed in each of the questions (20-25) above are not offered to mentally retarded students but are offered to other students, indicate the reason why.

	Ques 20	Ques 21	Ques 22	Ques 23	Ques 24	Ques 25
(a) It's the responsibility of our special class teacher	☐	☐	☐	☐	☐	☐
(b) It's not my responsibility	☐	☐	☐	☐	☐	☐
(c) Don't know what would be helpful	☐	☐	☐	☐	☐	☐
(d) Don't know how to become involved	☐	☐	☐	☐	☐	☐
(e) Don't want to become involved	☐	☐	☐	☐	☐	☐
(f) Don't have the time	☐	☐	☐	☐	☐	☐
(g) Other	☐	☐	☐	☐	☐	☐

If other please list_____

Coordination of Community Services

27. Indicate the services you arrange for students of both groups.

	Students Mentally Retarded	Students Not Mentally Retarded
(a) Psychological	☐	☐
(b) Employment Service	☐	☐
(c) Rehabilitation Service	☐	☐
(d) Mental Health Service	☐	☐
(e) Social Service	☐	☐
(f) Legal Service	☐	☐
(g) Medical Service	☐	☐

28. If you do not arrange for community/county services for students who are mentally retarded check reasons why.

	Not My Responsibility	Don't Have Time	Don't Want to Be Involved	Don't Know How To Become Involved Any More Than I Am	Other	If Other Please List
(a) Psychological	☐	☐	☐	☐	☐	_____
(b) Social	☐	☐	☐	☐	☐	_____
(c) Rehabilitation	☐	☐	☐	☐	☐	_____
(d) Employment	☐	☐	☐	☐	☐	_____
(e) Mental Health	☐	☐	☐	☐	☐	_____
(f) Legal	☐	☐	☐	☐	☐	_____
(g) Medical	☐	☐	☐	☐	☐	_____

Parent Involvement	Response: Students Mentally Retarded		Response: Students Not Mentally Retarded	
	Yes	No	Yes	No
29. Do you conduct parent conferences?	☐	☐	☐	☐

30. Mark involvement you have with parents of both student groups.

	Parents of Students Mentally Retarded		Parents of Students Not Mentally Retarded	
	Yes	No	Yes	No
(a) Discussing student behavior problems	☐	☐	☐	☐
(b) Planning vocational future	☐	☐	☐	☐
(c) Interpreting student progress	☐	☐	☐	☐
(d) Exploring home background	☐	☐	☐	☐
(e) Not applicable	☐	☐	☐	☐
(f) Other	☐	☐	☐	☐

If other please list_____

31. If you are not involved with parents of students who are mentally retarded, mark reasons why.

(a) ☐ Don't know what would be helpful

(b) ☐ Don't know how to become involved

(c) ☐ Don't want to become involved

(d) ☐ Not part of my responsibility

(e) ☐ Don't have the time

(f) ☐ Not applicable

(g) ☐ Other

If other please list_____

Follow-up

	Yes	No
32. Do you follow-up and help students (mentally retarded) who terminate school without graduating?	☐	☐
33. Do you follow-up and help students (not mentally retarded) who terminate school without graduating?	☐	☐

34. If you do not follow-up and help students who have graduated from special education classes, mark reasons why.

(a) ☐ Not enough of these students to make a difference

(b) ☐ None of these students in this attendance center

(c) ☐ Don't know who they are

(d) ☐ Don't have any way of keeping track of these students

(e) ☐ It's the responsibility of the special class teacher

(f) ☐ Don't have the time

(g) ☐ Don't know how to get the job done

(h) ☐ Doesn't have any value to school personnel

(i) ☐ Not applicable

(j) ☐ Other

If other please list_____

Staff Inservice/Consultation

35. Mark areas of involvement in staff inservice and consultation for both teacher groups.

	Teachers Serving Students Mentally Retarded		Teachers Serving Students Not Mentally Retarded	
	Yes	No	Yes	No
(a) Do you arrange inservice programs?	☐	☐	☐	☐
(b) Do you consult with teachers on planning or reorganizing curriculum?	☐	☐	☐	☐

	Teachers Serving Students Mentally Retarded		Teachers Serving Students Not Mentally Retarded	
	Yes	No	Yes	No
(c) Do you consult with teachers on planning vocationally for students?	☐	☐	☐	☐
(d) Do you consult with teachers on scheduling of students into ongoing programs?	☐	☐	☐	☐

36. If you answered "no" to any of the questions under 35 (a through d) for either of the teacher groups, mark your reasons why.

	Teachers Serving Students Mentally Retarded				Teachers Serving Students Not Mentally Retarded			
	a	b	c	d	a	b	c	d
(a) Not my responsibility	☐	☐	☐	☐	☐	☐	☐	☐
(b) Responsibility of another counselor	☐	☐	☐	☐	☐	☐	☐	☐
(c) Responsibility of our administration	☐	☐	☐	☐	☐	☐	☐	☐
(d) Don't know how to become involved	☐	☐	☐	☐	☐	☐	☐	☐
(e) Don't have the time	☐	☐	☐	☐	☐	☐	☐	☐
(f) Don't know what would be helpful	☐	☐	☐	☐	☐	☐	☐	☐
(g) Don't want to become involved	☐	☐	☐	☐	☐	☐	☐	☐
(h) Not applicable	☐	☐	☐	☐	☐	☐	☐	☐
(i) Other	☐	☐	☐	☐	☐	☐	☐	☐

If other please list_____

37. Mark areas that may be of help to you in inservice and program development for working with the mentally retarded in each of the guidance and counseling areas listed below.

	Review Commercial Materials to Use	Discussions How to Work With Students	Presentations on Actual Program Demonstrations/ Descriptions	Actual Development of Handbooks or Files to Use
(a) Individual Counseling	☐	☐	☐	☐
(b) Group Counseling	☐	☐	☐	☐
(c) Testing	☐	☐	☐	☐
(d) Occupational Information	☐	☐	☐	☐
(e) Coordination of Community Services	☐	☐	☐	☐
(f) Parent Involvement	☐	☐	☐	☐
(g) Follow-up	☐	☐	☐	☐
(h) Staff Inservice/ Consultation	☐	☐	☐	☐

_____

NAME

CHART IV

Counselor Involvement	Commercial Materials	Discussions on How to Work With Students	Demonstrations	Handbook of Ideas
Individual Counseling	22.2%	*46.1%	*44.2%	27.7%
Group Counseling	31.2%	*49.2%	*50.4%	31.2%
Testing	28.6%	12.3%	18.2%	18.7%
Occupational Information	*41.8%	26.0%	35.5%	37.4%
Coordination of Community Services	16.1%	25.1%	32.4%	31.0%
Parent Involvement	16.8%	38.1%	*43.0%	24.1%
Follow-Up	11.8%	17.0%	25.5%	26.0%
Staff Involvement and Consultation	22.7%	0%	0%	0%

*Asterisk indicates 40% or better response to an area of suggested inservice

Note: Percentages indicate the number of counselors responding to an area of inservice compared against the total number of counselors who have access to serving both students in regular and special classes for the mentally retarded (total access = 423).